



## Heritage Elementary

1592 Geer Hwy  
Travelers Rest, SC 29690

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	656 Students	
<b>Principal</b>	Martha Kinard	864-355-6001
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

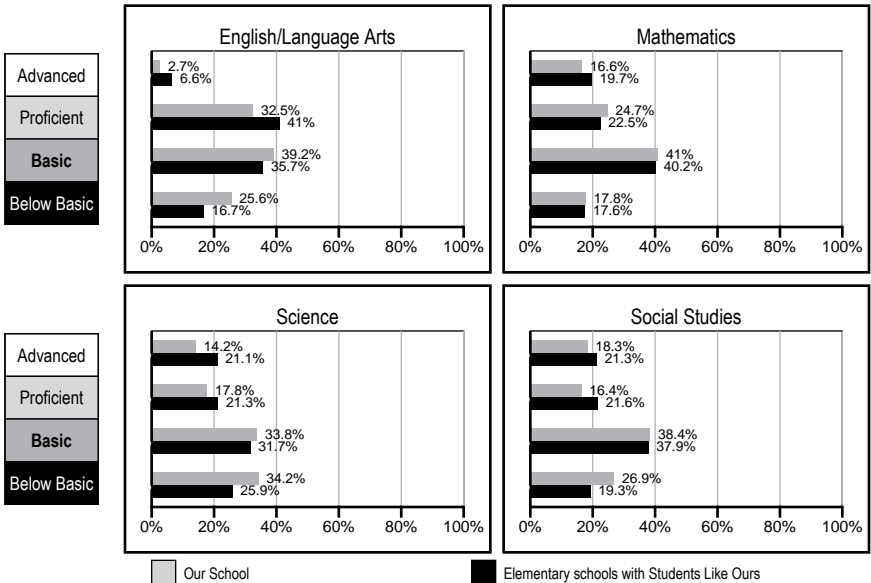
Percent of students tested in 2007-08 whose 2006-07 test scores were located 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	21	60	4	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

# School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=656)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 89.6%	100.0%	100.0%
Retention rate	3.2%	Down from 3.4%	2.2%	2.3%
Attendance rate	95.8%	Up from 95.3%	96.3%	96.3%
Eligible for gifted and talented	11.6%	Up from 10.9%	12.0%	10.4%
With disabilities other than speech	11.0%	Down from 11.1%	8.2%	7.5%
Older than usual for grade	0.4%	Down from 1.1%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Up from 56.8%	56.3%	56.7%
Continuing contract teachers	90.9%	Up from 88.6%	78.7%	77.3%
Teachers with emergency or provisional certificates	2.4%	Down from 5.1%	0.0%	0.0%
Teachers returning from previous year	93.3%	Down from 94.0%	87.7%	86.4%
Teacher attendance rate	92.7%	Down from 94.9%	95.3%	94.9%
Average teacher salary	\$44,343	Up 1.1%	\$45,292	\$45,345
Professional development days/teacher	22.5 days	Up from 8.3 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.3 to 1	18.7 to 1	18.5 to 1
Prime instructional time	85.7%	Down from 88.4%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,551	Down 826.6%	\$6,630	\$7,052
Percent of expenditures for instruction*	69.3%	Up from 66.8%	69.0%	69.1%
Percent of expenditures for teacher salaries*	60.9%	Up from 6.7%	65.3%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Throughout the 2007-2008 school year, Heritage continued its pursuit of excellence. Our committed staff continues to provide outstanding, quality learning and a loving environment. We keep our focus on moving students to higher levels of learning and self-regulation.

Due to inappropriate administration of the third grade ELA PACT test, the third grade level and the entire school test results are altered. This error affects the overall report card score negatively as well. It did not affect student learning and their excellent levels of achievement. All measures have been taken to eliminate this from happening again.

As part of our plan for growth and improvement, Heritage continues to implement the International Baccalaureate (IB) Primary Years Program. Through guided inquiry, students utilize problem solving strategies and meet high academic expectations as they become culturally aware and world ready. The IB Profiles and Attitudes are incorporated throughout the curriculum. This helps our students excel in the effective domain.

Heritage is also committed to arts integration and has partnered with the Peace Center of Performing Arts to participate in the professional development experience to train teachers in our building on how to maximize instruction through arts integration. We continue our strong partnership with North Greenville University and Furman university to promote quality teaching and learning through our collaboration.

Heritage will continue to address the academic needs of all students. Please note our goals for improvement as we continue to provide the best possible learning environment for children: 1) Raise the academic challenge and performance of each student; 2) Heritage students will be challenged through inquiry-based experiences; 3) Heritage teachers will be trained in available technology software and hardware; 4) Develop and maintain strong, meaningful partnerships with parents; and 5) Students, parents, and staff will share the responsibility for improving student learning and behavior. Respect, responsibility, and integrity will be evident.

Martha Kinard, Principal  
Tim Snyder, SIC Chair

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	43	103	55
Percent satisfied with learning environment	93.0%	75.0%	92.7%
Percent satisfied with social and physical environment	100.0%	84.2%	92.6%
Percent satisfied with school-home relations	97.6%	84.5%	85.5%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	342	93.3	20.3	41.9	34.8	2.9	50.3	52.4	48.2	Yes	Yes
<b>Gender</b>											
Male	185	93	21.7	44	31.3	3	47.6	46.1	41.7	N/A	N/A
Female	157	93.6	18.8	39.6	38.9	2.8	53.5	59.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	308	93.2	19.8	41.4	35.6	3.2	52.5	62.3	60	Yes	Yes
African American	24	91.7	18.2	54.5	27.3	0	31.8	31.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	55	90.9	52.1	29.2	18.8	0	22.9	20.3	16	Yes	No
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	169	93.5	25	45.4	28.9	0.7	44.1	34.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	342	100	17.8	41	24.7	16.6	54.8	49.5	45.8	Yes	Yes
<b>Gender</b>											
Male	185	100	16.3	41	23.6	19.1	57.3	49.9	45.6	N/A	N/A
Female	157	100	19.5	40.9	26	13.6	51.9	49	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	308	100	18.1	38.9	25.8	17.1	56	59.4	59	Yes	Yes
African American	24	100	16.7	58.3	16.7	8.3	37.5	27.2	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	55	100	49.1	30.2	15.1	5.7	35.8	20.1	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	38.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	169	100	19.6	44.8	28.2	7.4	50.3	32.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	227	99.6	33.9	33.9	17.9	14.2	32.1	39.3	35.7	95.8	96.5
<b>Gender</b>											
Male	127	100	29.5	35.2	18.9	16.4	35.2	41.6	37.4	96	96.4
Female	100	99	39.6	32.3	16.7	11.5	28.1	36.9	33.8	95.6	96.6
<b>Racial/Ethnic Group</b>											
White	201	99.5	33.3	32.3	19.8	14.6	34.4	49.7	49.2	95.8	96.4
African American	18	100	38.9	44.4	5.6	11.1	16.7	18.2	17	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	95.2	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.7	24.9	94.6	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.3	95.3
<b>Disability Status</b>											
Disabled	36	100	52.9	29.4	11.8	5.9	17.6	16.3	14	95	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.4	95.2	97.2
<b>Socio-Economic Status</b>											
Subsided meals	109	100	37.5	41.3	11.5	9.6	21.2	21.3	21.1	95.3	95.8

**Social Studies**

All Students	226	99.6	26.6	38.5	16.5	18.3	34.9	38.1	34	95.8	96.5
<b>Gender</b>											
Male	121	100	26.5	29.9	21.4	22.2	43.6	41	36.6	96	96.4
Female	105	99.1	26.7	48.5	10.9	13.9	24.8	35	31.3	95.6	96.6
<b>Racial/Ethnic Group</b>											
White	206	99.5	26.8	36.9	17.7	18.7	36.4	46.1	44.5	95.8	96.4
African American	14	100	35.7	42.9	7.1	14.3	21.4	20.5	19.1	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	95.2	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	27.7	27.5	94.6	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.3	95.3
<b>Disability Status</b>											
Disabled	33	100	51.5	36.4	9.1	3	12.1	17.1	14.4	95	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.6	27.3	95.2	97.2
<b>Socio-Economic Status</b>											
Subsided meals	117	100	29.2	45.1	14.2	11.5	25.7	22.8	21	95.3	95.8

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	110	100	15.5	21.6	54.6	8.2	62.9
	4	116	100	11.9	60.6	26.6	0.9	27.5
	5	97	100	23	52.9	24.1	0	24.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	119	80.7	17.2	23.7	53.8	5.4	59.1
	4	111	100	19.8	41.5	34.9	3.8	38.7
	5	112	100	23.4	57.7	18.9	0	18.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	110	100	14.4	50.5	18.6	16.5	35.1
	4	116	100	18.3	46.8	24.8	10.1	34.9
	5	97	100	36.8	44.8	14.9	3.4	18.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	119	100	16.5	46.1	21.7	15.7	37.4
	4	111	100	19.8	28.3	22.6	29.2	51.9
	5	112	100	17.1	47.7	29.7	5.4	35.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	58	100	25	30.8	28.8	15.4	44.2
	4	116	100	35.8	32.1	20.2	11.9	32.1
	5	48	100	48.8	32.6	11.6	7	18.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	24.6	38.6	28.1	8.8	36.8
	4	111	99.1	32.4	32.4	14.3	21	35.2
	5	56	100	46.4	32.1	14.3	7.1	21.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	52	100	13.3	48.9	26.7	11.1	37.8
	4	116	100	18.3	49.5	18.3	13.8	32.1
	5	49	100	50	34.1	11.4	4.5	15.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	100	8.6	44.8	25.9	20.7	46.6
	4	111	99.1	26.7	36.2	15.2	21.9	37.1
	5	56	100	45.5	36.4	9.1	9.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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